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The main aim of this 1963-67 exchange program was to try, under the auspices of both a British and an American university (Hull and Rochester, New York,) to develop relations between the two communities involved, and to enable participants to become better acquainted with the host country than would be possible through the usual kind of vacation visit. Five two-week University of Rochester summer schools, attended by a total of 472 Britishers of widely varied ages and occupations, were the central part of this experiment. Lectures, discussion, industrial visits, and local tours were the principal activities, although the itineraries and program themes varied from year to year. In particular, British participants tended to withhold criticism and to report increased knowledge and appreciation of many aspects of life and work in the United States. A visit to Hull by two Negro leaders from Rochester, and the attendance of 24 Americans at an Anglo-American summer school in 1966, were among the other highlights of the exchange program. (The document includes anecdotes and brief program descriptions). (ly)

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AN ANGLO-AMERICAN EXPERIMENT

A record of an experiment in co-operation between the Department of Adult Education of the University of Hull, England, and the School of Liberal and Applied Studies of the University of Rochester, New York, 1963-67

W. E. STYLER

AUG 8 '97

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The Department of Adult Education
The University of Hull
1968

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CONTENTS

	Page
Introduction	i
The Beginning	2
1964	12
1965	18
1966	24
1967	30
A General Review	32

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Introduction

This pamphlet describes an experiment in co-operative activity between the Department of Adult Education of the University of Hull, England, and the School of Liberal and Applied Studies of the University of Rochester, New York, which started in 1963 and continued until 1967.

Although the organizers did not know it their activities were at the mercy of technological change. The 'planes they chartered were piston engine with capacity to take just over a hundred passengers. In 1967 the company they had been using, which gave efficient and reliable service for four years announced that it was replacing its piston propelled 'planes by large jets. This meant that the number of people taken to the United States would have in future to be between 180 to 250, according to the price it was decided to charge for each place. 104 had been a large number of people to acquire for an undertaking of this kind, since each one had to pay over £100, and the possibility of continuing the experiment in the same way disappeared. Later in the year the rules relating to the carrying of passengers by charter were altered, making it possible to take parties of not less than forty to Canada and not less than sixty to the United States.

As a result of these changes and coincidental changes in the direction of the Rochester University School the first phase in the experiment came to an end. It is useful to record the main facts about it since they may help other University departments and other organizations in planning similar activities. The change in the regulations relating to air charters should make them easier to organize. I believe that this record will show that an increase in their number is a development which those interested in social and international education should think desirable.

1

The Beginning

In July, 1963, the Department of Adult Education of the University of Hull and the Summer Session of the University of Rochester, collaborated for the first time in organizing a Summer School. It was held on the River Campus of the University of Rochester and 107 British adult education students and their leaders travelled there for a fortnight to take part.

It was the first time a party of British adult education students had visited the United States. Perhaps as significant is the fact that it was probably the first time a party of British students had been recruited by a British university to take part in joint arrangements with a foreign university. This was because the almost total inactivity of European universities in adult education had resulted in visits to Europe being arranged usually in co-operation with non-university organizations and institutions. The 1963 Anglo-American Summer School in Rochester, therefore, was not only a pioneer effort in Anglo-American co-operation but also a pioneer effort in the wider field of international inter-university relations in adult education.

The basic idea of this Summer School was that if a party of British adult education students could be placed in an American Summer Session for a fortnight its members would be likely to obtain a deeper insight into American life than by making a tour. In addition to living on a university campus with American students diverse in age and background, through the University School of Liberal and Applied Studies of Rochester University the party was assured of opportunities to mix with people from the local community. Thus the possibility existed of enabling the British students to form fairly intimate relationships with Americans through living with them and through meeting them in their everyday community situation.

For the Adult Education Department of the University of Hull, Rochester University was the obvious choice as that which should be visited. An exchange scheme had operated between the two universities for some years: one year a member of the staff of the University of Hull taught in Rochester and the next year a Rochester staff member taught in Hull. This normal and regular exchange had been supplemented by other but occasional ones. Additional teachers crossed the Atlantic both ways for periods to take up teaching arrangements and a small stream of Rochester students had

begun to come to Hull, particularly to study in the English Department. Further the link between the two universities had been assisted and fostered by an industrial connection between the cities to which they belonged. The R. T. French Company of Rochester is one of the overseas affiliates of Reckitt and Colman Holdings, which has its headquarters in Hull. There had been, as a consequence, a regular exchange of personnel, mainly at the executive level, between the Hull and Rochester elements of this international undertaking.

The advantages arising from the official exchange scheme was shown by the composition of the Programme Planning Committee formed by the School of Liberal and Applied Studies to make preparations for the British party. It included two Rochester professors who had spent a year in Hull, and the Hull visiting professor to Rochester for 1962–63. The Department in Hull was also able to obtain advice from the visiting professor from the University of Rochester in 1961–62 and from a number of members of the Hull University staff who had visited Rochester under the exchange scheme.

The British party was formed mainly by circulating a brief notice in our adult classes giving details of the Summer School and its aims. This was simply printed and stated that the main aim of the project was to endeavour, under the auspices of the two universities, to try to develop relations between the two communities of Hull and Rochester and to give opportunity to the British participants to get to know American people more intimately than would be possible through the normal kind of holiday visit. A flat charge of £100 was the cost: the plan included air travel by charter flight from Manchester to New York, 'bus transport to and from New York to Rochester, and a one night stay in a New York hotel during the return journey. The response was astonishing: the 'plane was filled within three months and long before the date of departure there was a waiting list about as long as the number of participants. This helped us to solve a last minute difficulty: the company from which, through a local travel agent, we were chartering the 'plane, had its permit to use United States airports withdrawn by the American Civil Aeronautical Board nine days before we were due to fly and we had to obtain another company, which offered a 'plane with nine more seats than the original one. By telephoning people on the waiting list we filled the nine extra places in a day and also arranged for some of the new members of the party to be vaccinated.

When finally composed the party consisted of a body of people over three-quarters of whom came from Yorkshire and North

Lincolnshire and the remainder adult education students from other parts of the country, especially Manchester and South Lancashire, who had learnt about the project. Thirty-one were people professionally engaged in education, most of them in various kinds of teaching, twenty-seven were office workers and twenty-four were housewives. The remainder were from a wide range of miscellaneous occupations, with the number from industry smaller than might have been expected or desired in a party of this size.

Age distribution was from the late 'teens to the elderly. Surprisingly a number of people over seventy applied, but these were discouraged by being asked for a medical certificate attesting their fitness to travel (one lady wrote back saying that in her seventy-five years she had never consulted a doctor and had no intention of starting to do so but her children eventually dissuaded her from wanting to come with us). The middle-aged and elderly predominated; this might have been, in part, a reflection of the age-composition of British adult education classes, but it was also probably a result of the fact that the cost, although low for a visit to the United States, was high for the pockets of younger people. About two-thirds of the party consisted of women.

The title given to the School was 'Life and Work in the United States'. A basic assumption, as already explained, was that some of the learning should be obtained through direct and everyday contact with American people. The first event in the School, therefore, was a brief orientation meeting which developed into a reception for some of the citizens of Rochester. These were families which had agreed to take British guests to their homes for a Sunday afternoon and evening. Two principles had been followed in placing the British students with their hosts: (1) at least two were placed in each home for easier adjustment and, (2) an attempt was made to match the hosts and their guests as to age, occupation and interests.

These visits were a great success in spite of the fact that, as a result of a later arrival than originally expected because of the change of 'planes, the British only had about five hours on the campus after an all night journey by 'bus, before they took place. All the British arrived back in the Residence Hall with excited stories of the conversations in which they had taken part and the generosity with which they had been treated. At breakfast next morning one woman student said that if she had to return immediately to Britain, after only twenty-four hours in the United States, she would feel that her visit had been worth while (this statement was repeated by other

students in subsequent years). Another student, a man, said that it amazed him that such an obviously planned arrangement could have produced such an easy and stimulating relationship as that he had established with his hosts. In many cases the contacts then made were continued: the British were invited to revisit their hosts and they themselves gave invitations to the Americans to join them in events in the University, notably to a concert given by the Eastman Chamber Orchestra, to a square dance, and to a concluding social evening.

In addition to this planned arrangement to bring the British into intimate contact with Americans unplanned relationships arose from the fact that some 1,800 students of the Summer Session were on the campus attending courses, many of them living in the same Residence Hall as the British. Two girls in the British party actually shared rooms with American girls but the chief places in which contacts were made were the restaurant, the entrance hall, and the common rooms, with the restaurant the most important. Since meal provision was operated through cafeteria arrangements and no tables were reserved this resulted in British and Americans sitting together over their food every day. Inevitably, to some extent, the British would sit sit together in small groups but many of them sat frequently with Americans, exchanging conversation while eating. In some cases – it is impossible to say how many – this became regular as far as certain individuals of both nationalities were concerned and Americans and British would sometimes go out together after meals. The students attending the Summer Session were, of course, not Rochester inhabitants but from other parts of the United States, although, as one would expect, mainly from the north east. The British learnt much about American social geography in the form of descriptions of communities of which they had never heard before and the Americans, with their usual openness, related a good deal of information about their own lives.

The formal educational part of the programme consisted of a series of lectures, mainly by members of the Faculty of Rochester University, which were followed by long discussions. Perhaps the best way of indicating their scope is to list them, with such special comment as seems to be required.

(1) 'British and American English'. The general opinion after this was that, apart from accent, differences between the two brands of the language were so marginal that they offered no barrier to satisfactory communication.

(2) 'The History of Rochester and its surrounding area'.

(3) 'The Geography of the United States'.

(4) 'American Music'. (This was by Henry Cowell, a visiting professor at Rochester at the time.)

(5) 'American Government'. The lecturer offered to reproduce his lecture in mimeographed form and all the British students eventually had a copy.

(6) 'The American Economy'.

(7) 'American Education'. One member of the British party provoked a leading article in a Rochester newspaper because he argued, during the discussion, that there were too many administrators in American education.

(8) 'The Race Problem in Rochester'. This was given by Mrs. Connie Mitchell, a woman leader of the local Negro community.

(9) 'The American Indian'.

(10) 'American Literature'.

An obvious criticism of this programme is that it was too wide in extent. It should be taken into account, however, that the British students had a background knowledge of nearly every subject – they had been given a reading list some months before the school and most brought books with them, and that the novelty of the situation was that they were in the United States listening to American lecturers. It was the total impact of the situation which had a powerful educational effect and gave the lectures a significance they would not have had if delivered to the same audience in the United Kingdom.

The general sessions for the whole School were supplemented by arrangements for members of the British party, either as individuals or in groups, to visit institutions and meet individuals likely to help in satisfying special interests. In fact the American organisers in Rochester received full information about the interests of all the British students before they arrived and an attempt was made to place them with hosts when they visited American homes with interests similar to their own. The other special arrangements included, to mention just a few, a hospital matron to visit a hospital, a doctor to meet some American doctors, an educational administrator to visit the office of the Superintendent of Schools for Rochester, a man who was preparing to start a poultry farm to visit an American egg farm, and for groups to make visits to industrial and business establishments similar to those in which they were employed. The capacity of the American organizers to make these

arrangements astonished and delighted the British, and quickly the belief developed that to see something of special interest all that was necessary was to say so.

In addition a programme of visits was arranged for the whole School. This was partly educational in intention, enabling the British to see things which increased their knowledge of American life, and partly recreational, although the boundary between the two aspects was difficult to determine. Thus a visit to the Finger Lakes region included a visit to the Corning Glass Museum and to a mocked up Indian village, at which a party of American students gave an interpretation of Indian dances and ceremonies. An afternoon in Letchworth State Park contained no element of a deliberately instructive nature but introduced the British students to a region of which they had never heard before. All the travel in which the British took part helped to impress them with the immensity of the United States compared with their own country, and only three of them had been to the United States before.

A trip to Niagara was extended into Ontario to visit, by invitation, the University of McMaster. Although this lasted only one day the British saw three things representative of Canada, natural scenery on a scale unequalled in Britain itself, the big steel works of Stelco in Hamilton which illustrated Canada's great economic advance and the University of McMaster itself, evidence that Canada provided higher education on a scale comparable to the United States. In addition the McMaster authorities produced a surprise in the figure of a lecturer from the Town Planning Department of Manchester University, who had spent two years in North America; he gave a talk about his impressions as an individual and a planner.

Local visits included two industrial undertakings, the Park Kodak works of Eastman Kodak and the R. T. French Company, the mid-town plaza and a suburban shopping plaza to observe trends in American city development, a Negro housing area, the Eastman House Photography Museum, and a typical American High School. That to the High School in fact became more than a visit because for two hours the local schools' administrator and the staff of the school were subjected to a series of questions, which they answered at length. A visit to an American musical, 'The Boys of Syracuse',, was more than entertainment since it gave the British a view of Americans in a provincial city enjoying themselves in a way that has no parallel in Britian. Similarly a visit to a baseball game, which was preceeded by a talk about how baseball is played, helped the British to feel

more intimately the pulse of American life. A picnic given by the R. T. French Company afforded opportunity for friendly exchanges between a considerable number of working Americans and the members of the British party.

The School was visited by Robert Dunphy, a feature writer of *The New York Times;* he stayed for three days and wrote an article which appeared on 28th July.[1] This ran to well over two thousand words and had some illustrations. It seems probable that it was the longest article about an adult education enterprise which has ever appeared in a national newspaper.

He found that the British visitors, to a man and woman, 'were enthralled with America' and 'had the time of their lives'. He quoted one of the women, who said 'Everything is so vast here that it is quite surprising to find, when evening comes, that your moon is no bigger than ours'. He discovered another woman who said she had always known that the United States was big without understanding what its size meant: 'I thought I might be able to squeeze in a one-day trip to the Rockies while in Rochester'. Personally I wonder if Mr. Dunphy was an unconscious victim of the British sense of humour. If so he replied with a bit of American humour, using American notions of the British and their island in doing so. He wrote:

'The British ran into some vile weather on their visit to Rochester, but, being inured to cloudy skies at home, they took this all in stride. Nowhere was this stiff-upper-lip attitude shown to better advantage than when an outing to the Finger Lakes was washed out by torrential rains.

Parked appropriately enough on Water Street in Hammondsport, N.Y., beside Keuka Lake, the British sat inside the bus and cheerfully ate their picnic lunches while a Wagnerian storm, accompanied by violent thunder and lightning, raged outside.

But, bad weather notwithstanding, the English visitors, chin up, sang all the way home. They were led in a seemingly endless variety of songs and ballads by the Rev. Peter Cook, 31 year old choirmaster from Holy Trinity Church in Hull, the largest parish church in England.'

After the Summer School was over Dean Arthur L. Assum of the Rochester University School of Liberal and Applied Studies and I

1 'Short Course in Americana', *The New York Times,* Sunday, July 28th, 1963

attempted an evaluation of it.[2] We wrote:

'In the first place it should be reiterated that only three members of the British party had been to the United States before and most of them had never expected to be able to get there. For them the fact alone that they were in the United States was staggering and overwhelming, one which most of them would a year before their visit have thought to be an extreme improbability. As soon as they set foot in Rochester they were exposed to the effects of American hospitality in its most abundant form. Styler forecast to Assum before the School took place that this would result in a situation in which the British would feel disinclined, through sheer gratitude, to utter a word of criticism. While this did not prove to be absolutely true it was certainly substantially true, the British were much less critical than they would have been at home about the less satisfactory features of American life.

This was in no way the fault of the organizers of the programme, the lecturers the British heard or the Americans with whom they mixed socially. All the lecturers were quite objective, stating the pros and cons in relation to the controversial aspects of their subjects. Thus Professor Glen Wiltsey made a careful comparison of the American and British systems of government, reaching the conclusion that both had their elements of weakness and strength. Mrs. Mitchell was quite fiery in her claim for equality of Civil Rights but the British did not seem to be as moved as much as might have been expected. None of the British pressed any questions about unemployment in the United States, although this is an aspect of the American economy on which the British, especially trade unionists, fasten quickly in discussions on America when they are on their home ground. All these impressions were confirmed for Styler when a reunion of the British students was held recently. Part of the proceedings was a forum in which a mixed panel of American and British speakers with long experience of the United States answered questions. The questions seemed much more pointed than those the party had tended to ask while in the United States. This might have been a result of the fact that the British had had time to reflect on their experience and had begun to realise that it is possible to be frank without giving offence.'

We went on to write about another aspect of what we called 'the rather uncritical attitude of the British party'. It was as follows:

2 'An Anglo-American Summer School', A. L. Assum and W. E. Styler, *International Congress of University Adult Education Journal*, No. 1, Vol. 11, March 1964.

'They were immersed so completely in the life of the United States almost from the moment of their arrival, and had such a tightly packed programme, that they had virtually no time on the spot to pause, to collect themselves, and to think. The full effect of an experience of this kind could only be evaluated satisfactorily if it was known how the British members of the party had adjusted their attitudes to the United States after their impressions had settled. Unfortunately and inevitably we have only limited information. As we have said the reunion suggested a more balanced outlook. The School seems to have been much more stimulating and much more productive of subsequent activity than is usually the case with Summer Schools. In Hull seven members of the party have been attending classes on American subjects and it is unlikely that they would have undertaken them without their direct experience of the United States. Some others have told us that since their return they have given talks to various organizations about their experience. The Hull Branch of the W.E.A. arranged a well-attended meeting at which a number of members of the party gave accounts of special aspects of American life in which they had taken a particular interest. One member of the party made a film of the United States and is now able to show it, complete with a sound track he has made. There seems to be no doubt that, judged by its effects on the British party, it was uncommon in provoking subsequent public activity and, in a sense, no better testimony of success in adult education is more impressive than voluntary activity arising from it on the part of students.'

We went on to say that the other side of the picture lay in the effect the British had on the Americans. Dean Assum himself felt that his ideas about the British changed as a result of the School. Previously his stereotype of them was of a rather uncommunicative and aloof people; this was totally destroyed, they talked freely and continuously to him and, as a consequence, he began to feel for the first time that he was an Anglophile. In addition to their effect on individual Americans as a result of face to face meetings the British managed to make an impact on a wider American public. This resulted from the article in *The New York Times* by Robert Dunphy, from reports in other newspapers and from a brief television interview.

On the motion of Senator Kenneth Keating in the Senate of the United States Congress on August 8th Mr. Dunphy's article was ordered to be printed in *Congressional Record.* Proposing this Senator Keating said:

'Mr. President, literally thousands of selfless, dedicated Americans are devoting long hours to the unheralded task of building international good will through person-to-person contacts. I am firmly convinced that at this level, where people can come to understand that natives of other lands share their same hopes and aspirations for peace and friendship, strong ties leading toward world security and stability can be formed.

For a number of years my alma mater, the University of Rochester, has carried out a program of co-operation with the University of Hull in Great Britain. Through exchanges of various kinds and other joint ventures, these two outstanding institutions of higher learning have helped to strengthen the bonds of friendship between these two English-speaking giants.

This summer, an experimental program, combining study and travel in the United States by about 100 Englishmen and women, was carried out under the auspices of the University of Rochester. A recent article in the New York Times underscores the smashing success of this project.

I know from my conversations with people informed about this Anglo-American effort that much time and effort went into its execution. I am confident, based on the reports that have reached me, that the rewards in terms of increased understanding and friendship will make all that hard work well worth it.

It is with great pride that I salute the officials and just plain men in the street who help make this 'short course in Americana' such a success. It is my hope that this experiment will blossom into a permanent means for bringing together the people of the United States and Great Britain.'

This publicity caused a considerable number of Americans to write to the Department of Adult Education in Hull. Most of them expressed the hope that a similar visit could be arranged to enable Americans to visit Britain, and usually included a request that the writer's name should be included on a waiting list. They said that a short visit of the kind the British had made would enable many Americans to cross the Atlantic who had not so far been able to manage it. It was obvious, also, that the idea of a planned non-commercial programme for vacation travel, and the study element in the School, had a great appeal. Before the British party left Rochester some preliminary plans were made to develop the exchange between the adult education students of the two universities during the following year.

2

1964

Three separate events made up the second year of our co-operative effort. In May we were visited by Connie and John Mitchell, two Negro leaders from the Rochester community, in July a party of Rochester adult education students organized by the University School visited Hull, and at the end of July our second party went to Rochester.

The visit of Connie and John Mitchell was made possible as a result of funds collected by Dean Assum. He described them as follows:

'Mr. and Mrs. John C. Mitchell typify the young, vigorous grass roots in the leadership of the current civil rights movement. John Mitchell, an active member of the United Automobile Workers' Union, heads the local Union's 1097 Fair Employment Practices Committee – an organization striving to eliminate racial discrimination in employment. His wife, Connie Mitchell, serves as an elected member of the Board of Supervisors, the governing body of Monroe County in the State of New York. Elected originally in 1961, Mrs. Mitchell is the first Negro woman to be elected to such a post in the entire United States.

Like her husband, Connie Mitchell is an active Democrat and belongs to the new generation of political leaders which emerged during the Kennedy administration. The Mitchells are personal friends of the Attorney-General of the United States, Mr. Robert Kennedy, and their work in the civil rights movement has brought them into contact with such national figures as the Reverend Martin Luther King.

As leaders of the civil rights movement, the Mitchells have concentrated their efforts on the neighbourhood level. Their home in the centre of Rochester's Negro district has become a command post in the fight against racial discrimination in employment, housing, education and the administration of justice'.

The programme followed by the Mitchells consisted of a series of meetings of varying degrees of formality. At some they just met people socially and talked, at others they took part in discussions, and at some made platform speeches followed by discussion. Sometimes they went separate ways, John Mitchell to meet trade unionists, Connie to talk to women's organizations. John Mitchell proved a

redoubtable participant in discussion, although he did not like making speeches. The British trade unionists, strongly disposed to favour him on racial grounds, were disconcerted to discover that he had a strong belief in a free enterprise economy and was critical of socialism.

Together they were entertained by Reckitt and Sons. It happened to be an occasion when the international board of Reckitt and Colman Holdings was meeting. As a consequence they were entertained by the board, a rare experience for visitors to Hull. Apart or together they spoke at the Hull Business Women's Luncheon Club, the University Economic Society, Beverley Rotary Club, the University Socialist Society, the International Committee of Beverley Rotary, to students in the University American Studies Department, and to the International Study Group of the Hull Business and Professional Women's Club. The most considerable engagement in Hull was a half-day school on a Sunday afternoon and early evening when they spoke about 'The Civil Rights Movement in America and the American Trade Union Movement'. Their visit ended with a day in Grimsby where Mrs. Mitchell spoke to senior pupils in the County Borough's Grammar Schools and gave a public lecture for the Grimsby and Cleethorpes Branch of the United Nations Association on the Civil Rights Movement.

The visit of the Mitchells did two things: it enabled them to make their first visit outside North America and it enabled many local people who would never go to the United States to meet and hear two American Negroes active in the Civil Rights Movement. The Mitchells, however, were more than spokesmen for the cause of Negro advancement, they were extremely good ambassadors for the United States and the City of Rochester.

The second event in 1964 was a visit of a party of Americans organized by the Rochester University School to Hull. The number was smaller than had been expected, thirty-four. Dean Assum came as leader but had to return to the United States before the party in order to be ready for the arrival of the British Summer School members.

The Americans were as mixed in their ages as the British who visited Rochester the previous year, varying from a woman deputy sheriff to her grandson, an American High School student. There were five others only a little older, all students. Three others were

under thirty and the total number over fifty, fourteen. Of the thirty-three except Dean Assum seventeen had never visited Britain before. The party was strongly educational in character since nineteen of its members were either teachers or students. All the others came from professional occupations, the most unusual being an osteopathic physician. They had been prepared for their visit by the arrangement of a seminar led by Mr. Jack Taylor, a British economist resident in Rochester who had taught adult classes in Sheffield.

The programme followed was titled 'Britain Yesterday and Today', and consisted of a series of lectures and visits. In fact they proved to have less interest in Britain today than Britain yesterday, and probably the lecture which most excited their interest was on British country houses, although others on 'Humberside English' and 'Contemporary British Music' were only a short head behind. Unusual reactions were produced in a discussion of the National Health Service, since one of the students who was the son of a doctor and himself about to start as a medical student, forcibly expressed the view that compared with American doctors British doctors were seriously overworked. Another encounter which produced astonishment was with the headmaster of a traditional grammar school; the Americans found his opinion that the best education should be given to a select minority completely at variance with their own strongly democratic ideas.

The School was made Anglo-American in the true sense of the term by inviting British participants in the 1963 Summer School in Rochester and those who intended to go with the 1964 party to join the Americans. Altogether sixteen took advantage of the opportunity, none staying for the whole period but most for a few days.

The most striking aspect of the Summer School, however, was not its educational but its social side. It began with a reception, at which a number of British guests met the Americans. It proved unnecessary to do anything at this except to provide refreshments and let the Americans and the British talk together. This continued for three hours in spite of the fact that the Americans had not been to bed the night before and had begun to travel from Manchester to Hull at 7 a.m. The only difficulty experienced was that one of the American ladies seemed convinced that all the British could and would like to talk in French. Whether she lost this conviction during the fortnight I do not know for certain, but I think she was slowly disillusioned. The experience of the reception was repeated on every social occasion. All the Americans made two visits to British families and

according to the reports that came in, enjoyed the hospitality they received and each evening's talk that went with it. Among the social occasions one of the most notable was a Garden Party given by Mr. Basil Reckitt in the grounds of his home.

After the Americans left Hull they travelled to London via Stratford-on-Avon with Mr. Brian Birch, a member of the staff of the Department, as guide and leader. Arrangements were made for them to have two or three lectures about London as a centre of government and as a centre of literature and the arts. They were helped to understand London as a centre of government with the aid of Mr. Michael Stewart and Mr. Roy Jenkins, not then removed from lecturing engagements by membership of a Labour administration.

Altogether there were 107 British participants in the Rochester Summer Schools, which had started by the time the Americans returned home from London. In addition to the 104 who flew by charter 'plane three travelled independently and joined the School in Rochester. The party did not differ substantially from that of 1963 as far as age distribution and occupations were concerned. There was a notable fall, however, in the number of secretaries and clerical workers, from fifteen to six, four manual workers instead of the solitary one of the year before, and four instead of one from H.M. Forces. In relation to age distribution the chief increase was in the 35-45 age group, this was made possible by slight falls in the number under twenty-five and between 45-55. Seven of the 107 members of the School had been also the previous year.

The feature of the School which made it unusual was totally unplanned and unexpected. The day before the party was to fly from Manchester to Rochester, Saturday, 25th July, the news broke that a serious race riot had taken place in Rochester the night before. This, as readers may remember, was the first of the race riots in northern United States cities which became a characteristic of the American scene in the following years. It carried with it for members of the British party the advantage that the television news on the 25th included a great deal of information about Rochester, including a map to show them where they were going. Only one of the 107 members of the party seemed at all intimidated by the unexpected and unpleasant development, since that was the total of the number of enquiries received to discover if it would mean that the Summer School would have to be abandoned. The party was complete when its members assembled at Manchester Airport. They arrived at Rochester at 5 a.m. the next morning.

By this time the rioting had died down but a curfew was still in force, the sale of liquor was suspended, the National Guard was occupying various points in the city, and some residents were patrolling their gardens in the evenings carrying firearms. The chief difficulty confronting the School was the curfew since it seemed that it might interfere with excursions from which the British party might return late, and various plans were under consideration to overcome this problem. However normality returned, beginning with the announcement on Monday in the late afternoon that the ban on the sale of liquor had been lifted, with the end of curfew shortly afterwards. The party had plenty of opportunity to see the damage done in Rochester since the Negro area of the city lies between the University and midtown. It also led them into many discussions of the race problem since, naturally, there was little else that Rochester citizens wanted to talk about. These events, in their most dramatic form, made the School much more educational than the lectures they heard later. The American race problem became for its members a reality of which they were sharply aware.

Rochester's race riots, unhappily but strangely, made a fitting introduction to the 1964 School since the programme contained some of the elements of that for 1963 but included as well, as deliberate policy, others introduced to provoke controversey. This was attempted through a special examination of what we called 'problem areas' of American life, such as Crime and Juvenile Delinquency, Unemployment and Poverty, The Cost of Living, and The Struggle for Civil Rights. An attempt was made, also, to secure more American participation in the discussions in that students from the University School were invited to join the British at their lectures. A considerable number did so but, on the whole, they were out-talked by the British. Whether this was a result of the training the British had had in the practice of discussion in their adult education classes, or whether it was a result of a situation in which the British were stimulated to loquaciousness and the Americans made reticent through politeness it is impossible to say. The Americans were certainly surprised by the readiness of speech of the British party and the stereotype of the British as taciturn and reserved people was again diminished if it was not totally removed.

Among the social events was one which had not been included in the 1963 School and was never repeated subsequently, the entertainment of the members of the School by the Rochester branch of the United Automobile Workers, who gave them a dinner in its Club. This was a result of the fact that John Mitchell was an officer of the

branch, which wished to show its appreciation of the kindness with which the Mitchells had been received during their visit to England. There was a great deal of good fellowship and a few speeches, but the evening was chiefly notable because it gave the British party an experience which is enjoyed by very few British visitors to the United States.

Instead, as for the first Summer School, of flying to New York and then travelling by road and back to Rochester, the members of the School flew directly to Rochester. Their visit to New York took place during the middle week-end. It had been arranged by the University School and the party lived in one of the Halls of Residence of Columbia University. This was the year of the New York World's Fair and every member of the party was supplied with a ticket of admission. All used them but most managed to see a great deal of New York as well.

Another feature of the School was that arrangements for visits to places of special interest to individuals became much more elaborate and detailed. Over twenty choices were put on the board and members of the School were asked to say what their interests were if they were not satisfied by any of the possibilities offered. In the end everybody was satisfied but it caused the staff of the University School a whole day's work making the arrangements.

At the end of the School the members returned to Britian able to say they had seen a city in the throes of race trouble at first hand, had been entertained by a branch of the United Automobile Workers and had been part of the crowds at the New York World's Fair, in addition to many other but less outstanding experiences. For total immersion in American life and as an addition to their social and international education it is doubtful if more could have been packed into a fortnight.

3

1965

The events of the third year were another Summer School in Rochester and a big reunion of members of the three Summer Schools held in November.

Perhaps the best way to begin describing the third Rochester Summer School is on a human note. A young man who went to the second Summer School the year before had been paid for by his parents as a twenty-first birthday present. He conceived the idea that it would be a good thing to spend a longer time in North America so he emigrated to the United States and was helped by the people in Rochester to work there for a time. Since he was a skilled garage mechanic – his father owned a garage which they worked together – he soon obtained employment at a place which sold, repaired and serviced British sports cars.

By the time the Summer School party was due to leave Hull for the United States he had been away from home for some months. A withdrawal from the party going to Rochester enabled us to offer a place to his father at the last moment. He accepted this and thus arrived in Rochester without his son knowing he was coming. They were able to spend the fortnight together and the boy's mother, although she could not go herself, was helped to feel that he was not really so far away and that everything was right with him.

The party contained more young members than the previous two years, eighteen of them were under thirty. At the other extreme it had a member approaching eighty years of age in Dr. C. Meggitt, who had been Registrar of Hull University College and Hull University for many years. This was his first, and as it turned out, his only visit to the United States[1] and he both stood up to it and enjoyed it very well. Among the younger members were four young gardeners employed by the Parks Department of the City of Hull. A general feature of the School was that the proportion of members engaged in teaching and other branches of education was lower than in the first two years, nineteen as compared with twenty-nine in 1963 and twenty-seven in 1964. The number of housewives, fourteen, was also a decline of over one-third from the two previous years. The most unusual occupation was that of Alan Plater, the well-known television dramatist, who was on his first and I believe so far his only visit to the United States. There were also six people from H.M.

1 He died on 19th May, 1968.

Forces, a result of the work the Hull Department of Adult Education does for the Army and the Royal Air Force.

The programme of the School differed in one or two respects from the previous years. In addition to some new subjects some of the lectures were given away from the campus and combined with visits. Thus a lecture on 'The Americans at Home' was given by a Home Economics expert at the Monroe County Extension Service, 'The Health of America' was dealt with by a panel of physicians at the Strong Memorial Hospital and 'Crime and Delinquency in America' was dealt with at the Rochester Police Headquarters. This last session also included a review of the measures taken in Rochester to deal with the race problem since the riots of the year before. The members of the Summer School were also received by the Mayor of Rochester at the City Hall, and he gave them a talk on American City Government.

A place that became known to the 1964 party, a pub near the Strong Memorial Hospital called 'The Bungalow' became much more important in 1965. Every evening, staying sometimes until very late, a contingent of the British students would go there. They became very popular with the landlord and his regular clients and devoted a good deal of time to teaching them various well-known British songs: for a party from Yorkshire 'Ilkley Moor Bah't 'At' seemed an appropriate main offering, but it was surprising how strongly the Americans were attracted by it.

The programme also differed from the previous year in that instead of visiting New York in the middle week-end the party travelled to New York at the end of their stay in Rochester and flew home from there. This saved a day which would have been given mainly to a 'bus journey.

The journey was broken for two hours at Cooperstown, which has the home of James Fennimore Cooper as a Museum belonging to the New York Local History Society and a preserved nineteenth century American village.

The free week-end in the middle made it possible for a considerable number of members of the School to travel outside the Rochester area; some went by 'plane, some hired cars, one or two used the trains. In some cases these visits were made to old friends or relatives. We kept a record of the visits and I find that eight went to Washington, eight to Toronto, three to Detroit, two to Boston and one each to Chicago, St. Louis and Pittsburgh.

This School was notable for a number of misadventures in the use of a variety of mechanical appliances. The British students were astonished by this because they expected the United States to be a land of super-efficiency. Their surprise was recorded by Miss Barbara Duncanson of *The Hull Daily Mail*. In her newspaper after her return Miss Duncanson wrote:

'Not everything, of course, ran on oiled wheels, especially the coaches which were hired to convey us on excursions. They usually started late, inevitably one or more of the drivers got lost and had to consult maps thoughtfully provided by the English passengers, and on one occasion the whole party had to get out and walk while one monster 'luxury liner of the roads' negotiated a quite moderate slope in Letchworth State Park.

All this, together with gadgets which broke down and microphones which remained stubbornly silent, afforded the British party tremendous if somewhat malicious glee – for it exploded the myth of American efficiency very nicely.

We were given a touching, if implausible, explanation of why the clocks did not go: Many were stopped at 8.20, we were told, out of respect for Abraham Lincoln, who was assassinated at that hour. And we thought we were the sentimental traditionalists!

This transatlantic fallibility did much to boost our ego, for at first we had been a trifle overwhelmed by technological marvels. It was not that our hosts showed us anything of which we had never heard before, but the scientific wonders seemed to have permeated the homes of the populace much more widely and deeply than is the case in this country.

For the modern American home to lack a car, refrigerator, super-cooker, washer, dryer and, of course, central heating, would be the equivalent of a British home minus flush toilet, running water, gas and electricity.

At the home of an American computer technician who described himself as 'just average', I saw my first colour television: but, ironically the best programme the station could put out that night was one featuring a number of rather second-rate English beat groups.

This gap between technological miracle and artistic quality was probably what one of our lecturers, economist Jack Taylor, had in mind when he told us 'I still find this society culturally depressing

and a desert. The expenditure on books is probably the lowest per capita of any major Western country'.

But, in fairness, I must add that we met cultured, intelligent people whose conversation ranged over a wide field of subjects, and who had a pleasantly easy manner, neither superficial nor coldly intellectual.

And we found that, contrary to what some speakers had told us, they were mostly keenly aware of the social problems their country is currently facing.

If our first reaction had been, 'Why, they're 25 years ahead of us!' our second, when we had absorbed facts and figures given to us on health, education and welfare, was 'Goodness, they're 25 years behind us!'

Neither, we later discovered, was correct. What we were, in fact, witnessing, was a form of capitalism much purer than our own. From majority choice, the American nation has adopted a system of almost completely free enterprise.

For the strong, the smart and the lucky, the sky's the limit.

Town planning, as we know it, appears to be in its infancy, and this, I assume, is what gives many American towns and suburbs such a raw, unfinished appearance.

Roads are almost inevitably superb, but building developments are often chaotic. Some of the affluent suburbs are lovely, but in other places one saw beautiful ranch-type homes surrounded by a wilderness of weeds and scrubby grass.

Again and again, speakers told us 'You in Britain, are way ahead of us'. But, of course, it all depends on how you look at things, and the fact that several members of our party were coming back for a second, or third, taste of American life and hospitality was significant.'[1]

Another member of the School, Mr. A. W. Rowe, Headmaster of the David Lister High School in Hull, noted the mechanical failures and one or two other things as well in an article in *The Teacher*.

'By the time I bought my first stamps in the campus post office and saw the yellow badges on the shoulder and chest of the man

1 "America—A Chop-Suey of Contrasts", *The Hull Daily Mail*, 20th August, 1965.

serving me, I realised that I was in the land of badges – badges, not chips, with everything.

This soon infected members of our party and it was a particular joy to see among the others two stout and bespectacled business men wearing sweat-shirts with Rochester University badges big as tea-plates on front and back. The shirts were equally popular with the French students on the campus and with the little boys and girls, black and white, who daily swarmed into the Genesee Park Swimming Pool.

Our own course organizer was billed on imposing posters about the campus to give a lunchtime talk with the mysterious title of 'British Reflections and Impressions in the U.S.'. Unfortunately he was billed to give another talk at the same time and date in Syracuse some two hours' drive away.

At the last minute he learnt this and persuaded one of us to stand in for him in Rochester. But the title must have been as baffling to everyone else as it was to the organizer and himself – only a dozen people turned up.

Such experiences as these were illuminated towards the end of our stay by the remark casually dropped by a housewife, when we expressed our utter astonishment that an evening open air performance had been cancelled because of a shower in the morning, she said quietly: 'Sure, what could be more American than a disappointment?'.' [2]

The other event which took place in 1965 was a reunion of past members of the Summer School held in November. Its central feature was a dinner, for which we had over a hundred people seated in the University Assembly Hall. Dean Assum flew over from Rochester to join us and the American Embassy was represented by Mr. Max Grossman, Information Officer, and Mrs. Grossman. The Vice-Chancellor and the Registrar attended from the University, and a number of other guests, some British and some American, but all with special experience of Rochester. The Vice-Chancellor toasted 'The President and People of the United States' and Mr. Grossman responded, and Alan Plater toasted 'The University of Rochester', with a response by Dean Assum. A number of supplementary parties in people's homes concluded the evening and Dean Assum, who travelled round a number of them, did not get to

2 'That's life I guess', *The Teacher*, 21st January, 1966.

bed until 5 a.m. This helped to correct the impression he had formed when he came to Hull with the Americans the previous year that Hull had no night life.

1965 also saw the beginning of a social organization in Hull called 'Rochester Friends'. This was formed by members of the 1964 and 1965 Summer Schools. Its name meant that it was designed to enable friendships formed at the Schools to be continued and a programme of social events was arranged for this purpose. The Department of Adult Education had no hand in this and it was evidence of the powerful effect the Summer Schools had on their members – usually described in such a phrase as 'one of the most memorable experiences of my life'.

4

1966

This was a very full year for those engaged on the organization of the Rochester–Hull Exchange. In addition to the Rochester Summer School a second Anglo-American Summer School was held in Hull and London and in October a small party of Personnel Managers organized by the Hull Department of Adult Education visited Rochester to follow a study programme on 'Personnel Administration in the United States' arranged by the Rochester University School.

The Rochester Summer School programme was up to its concluding stages similar to that of the previous year. The chief differences were a panel discussion on 'The Arts in America', a lecture on 'Taxation', and a lecture on 'American Foreign Policy'. As by this time Vietnam had become a major issue we expected it to produce a heated argument, but either because of the politeness of those who were critical of American policy or because the majority of the British accepted the official American line there was less discussion of it than we anticipated. It would have been interesting to see the reaction if the speaker had been a critic rather than a defender of America's war effort.

At this School arrangements for individual activities became even more elaborate than in any of the previous years. Every member of the School was provided with a form on arrival to state his or her desires and the staff of the University School set itself the task of satisfying them. This was managed, but it seemed at the expense of nearly all the office work of the School for several days.

The main difference in the School from the preceding three years, however, was that it ended with a tour. The party went by coach via Gettysburg to Washington, stayed there for two nights, and then went via Philadelphia to New York, where another two nights were spent before the party travelled back directly to Manchester. Dean Assum and two or three other Americans travelled with it and acted as guides and tutors.

In composition the School differed mainly in that the number of teachers, twenty-seven, was the highest for any of the Rochester Schools. The proportion of elderly retired people was also higher than any other year. In spite of this they produced no health problem and the only time medical treatment was necessary was when a woman member of the party fell and broke her wrist at Kennedy

Airport just before we left the United States. She was rushed off to a clinic, the wrist was set at a cost of approaching sixty dollars, and she just managed to get the 'plane. On all other occasions when somebody was ill – and every year this happened to one or two – they received free treatment from the Rochester University Health Service.

After the Rochester Summer School a party of twenty-four Americans, organized by the Rochester University School, came to Hull to take part in a British Anglo-American Summer School. They found another participant in a young American who was working at Bridlington who knew one of them and they were joined for varying periods by sixteen British people who had been to one or the other of the Rochester Summer Schools.

A curious contrast between operations on the two sides of the Atlantic was that they seemed to be more strongly marked by national character than might have been expected. This was largely a result of the differences between an American University and a British University during the long vacation. Whereas the American University is bustling with life and full of people gaining more credits or following refresher courses the University of Hull was virtually empty. In Rochester meals were provided by the cafeteria method in a restaurant which would seat hundreds and members of the Rochester Schools could eat at any time they chose between 11.30 a.m. and 1.30 p.m. and 5.30 and 6.30 p.m. In Hull, as is the British practice, the Americans had a Hall of Residence to themselves breakfast was at 8.30 a.m., lunch at 1 p.m. and the evening meal at 6.30 p.m., all very orderly and very sedate compared with the noise, turmoil and queues of Rochester. Another difference was that the Americans in Hull were given keys to let themselves in to the Hall of Residence if they were out after 11.30 p.m. and the staff went off to bed. In Rochester everybody who was late had to enter the Residence Hall by a back door and pass the scrutiny of an armed Pinkerton guard. Which situation gave the greater degree of freedom it is hard to say but the freedoms available were different.

Another difference was that, as I have said, the staff of the Hull Hall of Residence went to bed and left work until the next morning. But in Rochester the lights never seemed to be off since cleaners appeared about midnight to put the place in order for the next day.

The programme of the Hull School followed a pattern not dissimilar from 1964. In the middle week-end the Americans visited Edinburgh, staying in another University Hall or Residence. At the

end of the School they went to London and stayed in the Ralph West Hall of the Battersea College of Technology (as it was then). While in London they were helped and taught by a leading authority on London history, Mr. Phillip Whitting, formerly Senior History Master at St. Paul's School, and developed a great liking for him.

The chief problem of the School in Hull was social in character. By this time about four hundred people had been to Rochester and most of them were eager to offer hospitality. In addition to parties and receptions every American was sent out twice to a British home for entertainment and many private invitations were given to them as well. A report that appeared in *The Hull Daily Mail* said that one member of the American party had said that the hospitality she received was overwhelming and this is easy to believe. While the Americans enjoyed some hospitality when they were in London it is easy to see why, in spite of the tourist attractions by which they were surrounded, they found life rather flat as compared with life in in Hull.

The unique event of 1966 was a visit in October by a group of people from industry to study American methods in Personnel Administration. It was difficult to obtain a sufficient number of participants, although the cost was low, only £180. After one or two false starts success was achieved and a party of eight left for Rochester early in October. They consisted of the Area Manager of the Ministry of Labour in Hull, five people with differing titles who were in managerial positions in the personnel field, the secretary of a group of timber importers, and the chief shop steward of a large works in York. A good variety of industries was represented, chemicals, oil, chocolate manufacture, and timber.

The pattern of the course consisted mainly of industrial visits which began with a tour of the plant and led to a presentation of a particular aspect of personnel administration, followed by discussion. The visits were all to large companies of international repute. In a sense there was only one lecture, that given by Professor John Brophy of the Rochester University College of Business Administration on the organization of industrial personnel in the United States. This was the opening event of the course. It also concluded with a meeting with Professor Brophy at which the visits and meetings of the fortnight were discussed. The visitors also had a lunch and discussion with the Industrial Management Council of the Rochester Chamber of Commerce.

A description of the industrial visits was provided by Mr. J. L. Kennedy of the Ministry of Labour, leader of the party. He wrote:

'The meat of the programme was the visits to eight manufacturing firms. At each of these a different aspect of personnel work was studied in some depth. At the Delco & Rochester Products divisions of the General Motors Corporation the two topics were Digital Process Control Systems and the Employee and Testing, Selection and Training of Skilled Tradesmen. Apart from the direct interest of the subjects these companies were intriguing in that though both are units in an enormous corporation they were obviously quite separate and independent, and the individuality of the leadership in each firm was clear.

At Eastman Kodak we studied training in a wealthy paternalistic organization which is completely unorganized by trade unions apparently for the simple reason that workpeople at all levels are so well and fairly cared for that the vast majority see no point in joining a union. Management like this too and seem determined to keep terms and conditions better than in union organized firms.

At Ford's Stamping Plant, Buffalo, the topic labour relations was well worth the journey of one hundred and fifty miles for here we were able to discuss all the preparations and negotiation that goes into a three year contract. The stress and strain the unions lay on seniority and the acceptance of management's right fully to manage were significant in a plant which is being steadily automated, where bodies for 1967 Fords were steadily coming off the production line, and where dies for 1968 models were already in preparation. Here the newest cars are 'tailored' for the customer by his computorised order. A bonus after this day's work was a dinner over the border in Canada's Skylon.

Xeros taught us to recruit and select, American fashion, for a fast growing industry which is spreading 'dry writing' world wide.

In New York State, as with the rest of the U.S.A., the welfare state is in its infancy but for workpeople at the Corning Glass Works about 100 miles south of Rochester this must be of little significance. Fringe benefits appear to cover most things but the specialisation required to administer pensions, to pay for medical and hospital services, etc., makes the personnel department a most complex organization.

Gleason Gearing will be familiar to many in Britain and it was at the Gleason Works we looked at work study and safety programmes.

At R. T. French & Co., among the scent of mustard, bird seeds and aromatic herbs, we studied wage and salary administration.

To see how the shop floor thinks we spent an evening with a group of trade union officials at Union Hall. Here we heard how the other side prepares its case for negotiating the long term agreement and met some delightful people.

The New York State Employment Service helps industry in much the same way as our own Ministry helps but two things about the State Employment Service impressed us strongly when we looked at a professional and commercial employment office and at a training centre. The first was the testing of job applicants before submission to employers and the second the employment reports of labour market conditions which gave in some detail each month the employment (as well as unemployment) in the area, together with hours worked and average earnings in a comprehensive and detailed manner.

As a small savoury we had a half day's discussion with a firm of management consultants. Whilst there is a great deal of conformity in business, which in some firms almost shocked us, it does seem that one reason the industrialised areas of New York State are moving fast is the high degree of self motivation which was the main theme of these consultants. There is no doubt, of course, that the high rate of capital investment is a major factor if not the main one for this growth rate. Nevertheless the people we met in this all too brief tour have a dynamic energy which is impressive.'

It may be of interest if I give the good and bad features of personnel administration in the United States as they were seen by the party. The bad were:

There was a lack of flexibility in dealing with grievance problems:

There was no recognition of the need for white collar unions:

There was little rotation of shifts:

Unionisation in general was patchy, one concern with 38,000 employees and another with 3,000 had no unions:

No encouragement was given to workers to move about the country or abroad within the firm by which they were employed, movement was left solely to individual ambition and initiative.

There were two aspects which were neither good nor bad, but a little of each:

They found no evidence of colour discrimination in the firms they visited but neither did they meet any coloured executives:

They found the guarding of machines inferior to Britain but in spite of this the accident rate was no worse than Britain.

The good aspects they noted were:

The organization and efficiency of production operations were impressive and obviously related to the higher standard of living than Britain:

The Union Local they visited had better premises and facilities than can be found in Britain:

Firms gave strong support to educational facilities for their employees and the employees responded well:

Fringe benefits were better than in Britain:

There was a good system for the investigation of operational techniques by Industrial Engineers employed by the firms visited:

More care was taken over the selection and training of foremen than in Britain:

Adult re-training schemes were very good and this gave great advantages to older workers.

Only one of the eight members of the party had been to the United States before. It was obvious from the reports received that both the University School and the members of the party had made the course into a notable success. This kind of venture appears to be most worthwhile and needs to be followed up by visits designed to help other specialist groups. The costs are not great if advantage is taken of the excursion rates offered by the air companies. Payment for lecturers in courses of a commercial or industrial kind might add considerably to the bill but most American industrial and commercial concerns are extremely generous in opening their doors to visitors and giving time to them.

In addition to the occupational benefits of the visit the members of the party proved very good ambassadors for Britain and were very popular in Rochester. They did a great deal to further the general aim of the Hull–Rochester experiment in promoting friendly relations between the two communities.

5

1967

This began with a disappointment. The Personnel Managers came back full of the proposal, which had been put forward in a cable while they were in Rochester, that a return visit by a group of Personnel Managers from the Rochester area should be arranged for May, 1967. It appeared to be liked by many of the people they had met and arrangements were made for it in Hull. But the University School did not manage to form a party, the hotel accommodation which had been reserved had to be cancelled and the whole idea was dropped.

Co-operation, in fact, was proving to be lopsided. For four years in succession over a hundred people had been taken to Rochester but all that University School managed in return were the small parties sent in 1964 and 1965 and a few visits undertaken by individuals operating privately.

This seemed to me to be a result of an organizational difference between the Rochester University School and the Department of Adult Education in Hull. University School is occupied mainly in providing courses which lead to degrees by part-time study; steadily year by year the number of students attending them is increasing. All the students have to go to the University to study; the University has no regional function or responsibility. Consequently they do not have to operate a continuous publicity scheme to recruit students and provide for a region in the way that the Department of Adult Education in Hull, like all similar departments in British universities, has to do. Connected with these facts was another, that the students of University School are mainly interested in obtaining qualifications for vocational advancement, while the students of the Department of Adult Education are mainly attending courses because of the interest they find in them.

In addition to the disappointment caused by the failure of the American Personnel Managers to arrive in Hull recruitment for the fifth Summer School in Rochester proved more difficult than in the previous years. The financial crisis had struck Britain and we operated in an atmosphere that was slightly discouraging. We had to persuade the Air Company to agree to make a slight reduction in its charge for the charter and to travel with only ninety passengers. This at least carried with it the advantage that the last person on the 'plane had fourteen seats to choose from, a great improvement on the previous years.

Further we had a good deal of trouble about transferring dollars to meet our charges in the United States. It was overcome partly by returning money to members of the party and then collecting it again from them when they arrived in Rochester and partly by managing to meet some payments in sterling, e.g., for internal transport in the United States, which had previously been made in dollars.

These facts did not alter the character of the party or reduce its enjoyment of its American experience. Its age composition was typical; the only interesting occupational change was an increase in the number of nurses.

The programme of lectures and special visits followed the same lines as in the previous years. Variety was obtained in some cases by obtaining different lecturers, e.g., in four successive years four different people lectured on 'The Negro and the Civil Rights Problem'. This year the lecturer had the advantage, if it may be so called, of a dramatic situation to provoke interest, since only a short time before the party arrived in Rochester a Negro had been shot at a road block during a night of rioting. For the first time, in addition, a survey of Canada's problems was included in the programme, since the school visited Montreal during its last week-end to see Expo 67.

For the visit to Montreal – a city generally much liked and admired – the party was housed in a Hall of Residence of McGill University. Vacant places in the coaches were taken by Americans so it was an Anglo-American party that made the visit. There was also a useful interchange of information with a number of Canadian postgraduate students who were still resident in the Hall and a detour during the journey to see the St. Lawrence Seaway and the Eisenhower Power Station. This pleasant and informative week-end was the final episode in the phase of the Hull–Rochester experiment which had begun in 1963. In addition to the changes in connection with chartering aircraft we knew that Dean Arthur Assum – to whom the experiment owed so much was leaving the University of Rochester. Whatever happened in future it was certain that it would be different in many respects from the past.

6

A General Review

This chapter deals only with the five Rochester Summer Schools, which were the central part of this experiment in co-operation and education. In the five Summer Schools 472 people took part, one attended every course, one attended four, five attended three and twenty-nine two. Of the 472 only nine had visited the United States before they came with us to Roche[illegible].

Of the 472 people who took part in the Schools 297 were women and 175 men. This in itself is an interesting fact since there is not an overwhelming majority of men in courses provided by the Department of Adult Education of Hull University – some years recently there has been a slight majority of men. From our records it is possible to give the number of women who had not been married – but not of men. In addition there were a few widows, so women not married at the time they attended our schools constituted well over one-third of all participants.

Although we took the age groups to which participants belonged there was a change in procedure after the 1964 school which makes exact figures or percentages impossible. The distribution each year was fairly consistent and the general pattern, given roughly, was that about thirty-three per cent of the participants were between twenty and forty: rather more than fifty per cent were between forty-one and sixty: about fifteen per cent were sixty-one or older.

A rough description according to occupations may also be given, although there were greater variations from year to year in this respect than with age groups.

About twenty-seven per cent were teachers of one kind or another or engaged in educational administration. Approaching twenty per cent were housewives. About eighteen per cent were professional workers in occupations other than education. About ten per cent were secretaries and clerical workers. About seven per cent (thirty-three people) were retired. Only thirteen of the 472 were manual workers.

It seems obvious that cost was a strongly influential factor in determining the composition of the schools. It varied between £100 for the first School and £135 for the fifth, in which the visit to

Montreal was optional but only a few did not take part. The price increased partly because of higher residence charges and partly because of pressure for more expensive journeys, such as those to Washington and Montreal. The cost was high enough to prevent many younger people with family responsibilities from taking part, and strengthened the participation of single people and older people who were well established in life. We offered the possibility of deferred payments at no extra charge but very few took advantage of it.

A general assessment of the value of this experiment is that it gave nearly five hundred people an opportunity to visit the United States for the first time in their lives. Because of the connection with Rochester, and the interest and help of its university and local community, those people experienced, within a fortnight on each occasion, a total immersion in American life. One member of the 1965 party provided the best confirmation of this: she was the wife of a B.O.A.C. pilot and thus had had exceptional opportunities to travel in the United States and elsewhere. She said that her former travels in the United States had taken her from one end of the country to the other, but the Rochester School, in contrast, was experience of American life in depth.

Many of the members of the schools have recorded the impression made on them by their visits.

'The visits to Rochester University have stimulated a deep interest in all things American, and we shall always be grateful that we were able to participate in the schools'.

'Our hosts visited us in September, 1963, and we are due to meet them again next Monday at London Airport when they will be spending a few days with us'.

'Thanks to this Rochester visit I now have an American friendship that will last. My two hosts of last year and I have much in common. We exchange letters regularly'.

'My husband and I greatly appreciated the experience – it was fortuitous that we visited Rochester at the time of its race riots; the resulting first-hand explanations and discussions helped in understanding this particular problem which is not confined to America'.

'We came home liking Americans much more than we did before making our visit'.

'The colour problem has far more meaning for me after hearing Mrs. Connie Mitchell talk about the trouble in Rochester. The very real fear which pervaded the streets in New York city could be actually felt, I think'.

'During the lectures we had in Rochester, I took notes which have helped me to prepare numerous lectures I have given. My audiences have been very appreciative of the insight I have been able to help them to gain into the American way of life'.

'During my stay in Rochester I kept a diary which I wrote up every night before retiring. When I returned home I re-wrote this in book form and it has gone the rounds of people who were interested enough to read it'.

'My visit to Rochester has in retrospect proved to be most stimulating and rewarding. I spent a further three weeks there last September and made many new contacts. Three friends visited me this summer and they were people I met for the first time when I visited the University of Rochester'.

'In my class work for the W.E.A. during the past few years I have referred many times to what I experienced during those intense two weeks'.

'Whenever I hear an American voice I always want to go to speak to them. I don't always give way, but sometimes I do and have some interesting chats'.

'I find I look for a different type of holiday now – one which just offers a place in the sun no longer interests me. The strangest part is that although I loathed history when at school I find that holidays which include visits to historical sites appeal to me more now. I know that when I was in Rochester I realised that the lectures and seminars helped me to enjoy the visit more than I would a sightseeing tour, and I would not now want to visit another country without some information on the aspects which interested me'.

One of the most useful forms of evidence that an educational experience has made an impact on the people who have taken part in it is the activity it stimulates. While I am not fully informed about all the activities that participants in the schools have undertaken I can record the following:

Five wrote articles which were published in newspapers and magazines. One wrote a long report on American Hospital Manage-

ment for the Hospital Board by which he was employed. One gave a talk for the B.B.C. Two made films with sound tracks which have been widely shown.

The uses made of the visits in talking publicly about them have been almost multitudinous. Members of the schools have informed us that they have spoken or lectured about their experiences to Women's Institutes, Adult Schools, Community Centres, Business and Professional Women's Clubs, Church Guilds, W.E.A. Branches, Schools, Parent-Teachers' Associations, York Educational Settlement, the Women's Gas Federation, the Union of Catholic Mothers, a Conservative Women's Club, Travel Clubs, Rotary Clubs, the Electrical Association, Darby and Joan Clubs, a Ladies' Lifeboat Guild, the Mothers' Union, Co-operative Societies, Local History Groups, the Insurance Institute and the Round Table. One of the main features of the Rochester Summer Schools seems to have been, in fact, to stimulate and assist the informal adult education which voluntary organizations promote. While nearly five hundred people visited the United States as a result of the schools, some thousands must have heard about their experiences.

The experience of the people who visited Rochester passed beyond the bounds of learning in its normal sense – it gave them a feeling for America which really changed their appreciation and understanding of the world in which they live. In addition to learning about another civilization for all of them their visit, or visits, was a period of intense communication with the people who received them. I do not think an experience of this kind would be possible in any but another English speaking country.

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